



PGES Newsletter

Teacher Edition

April 1, 2015

New PGES resources

- [Model Certified Evaluation Plan \(CEP\) 5.0](#) (MS Word)
- [Student Voice access support:](#)
Spanish and American Sign Language (ASL)
- [PGES time management ideas](#)
- [March 18 PGES webcast](#)
- [March 19 CIITS/EDS single topic weekly webcast:](#)
suppression of scores

Quick announcements

The 2015 TELL Kentucky Survey has been extended through midnight, Monday, April 6.

Due to the bad weather experienced during the first week of the survey and the numerous school closures that resulted, the decision has been made to extend the TELL Kentucky Survey. This decision was made to ensure that every educator has the opportunity to take part in the survey and to have his or her voice heard. For those of you who have already taken the 2015 TELL Kentucky Survey, thank you!

OPGES pilot

With the OPGES pilot coming to a close, it is time to begin preparing for OPGES full implementation (without consequence) for the 2015-16 school year.

The pilot year is providing feedback to create and refine guidance as districts move forward with implementation.

Districts should prepare all Other Professionals in the following ways:

1. Use the experiences of the OPGES pilot participants to guide district policy-making and learning. Ask participants about their experiences and the resources they received. Ask them what additional support districts need to provide OPGES educators.
2. Plan to have Other Professionals attend all PGES/OPGES training sessions. Other Professionals can and should attend the same PGES training provided for teachers. The processes of completing the sources of evidence are the same as in the TPGES.

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PGES Quick Links:

[PGES webpages](#)

[EDS PL Resources](#)

[@KyPGES](#)

[@KyDeptofEd](#)

[KDE Facebook page](#)

3. Contact your regional education cooperatives and work with the PGES consultants to reserve dates to train your faculty and provide training resources.
4. Participate in the second annual simulcast PGES#4ME on July 28. Details coming soon!
5. Familiarize all Other Professionals, evaluators, and peer observers with the unique framework for relevant specialty fields.

To learn more on the PGES/OPGES process and expectations, contact Amy Jacobs at the Kentucky Department of Education (KDE) at amy.jacobs@education.ky.gov or go online to view the PGES and [OPGES Resources](#) available.

Certified Evaluation Plan (CEP) 5.0 training highlights

A great deal of discussion and collaboration occurred during the regional CEP trainings to help districts revise their certified evaluation plans to meet the proposed language of the regulation. Direct feedback from districts brought additional changes for guidance such as late hires and extended leave. Please review the [Model Certified Evaluation Plan 5.0](#) for all additions and updated language.

New Professional Growth Planning (PGP) Tool available in CIITS

District leaders have collaborated with KDE to develop a new 2015-16 Professional Growth Planning tool. This new tool has been designed with options to support the professional growth planning process in districts. The 2015-16 Professional Growth Plan will be available in CIITS in mid-April. The timing of this release will support districts in preparing for the 2015-16 academic year.

Learn all about the new features and how to use the new PGP process tool through quick videos, PPT slides or QRCs located on the [EDS Professional Learning page](#). Supporting guidance and videos are also available on the [TPGES Self-Reflection and Professional Growth Planning](#) webpage.

Suppression of observation scores

The observation forms within the Educator Development area of CIITS now reflect the categories of the Framework for Teaching by letters (I, D, A, and E) rather than numbers. Additionally, the teacher's observation report displays the rating names instead of the previous numeric score. No overall "score" is displayed for the observation. School and district observation summary reports will continue to show numbers until the release of version 16.2/16.3 planned for mid-April. For more

information view the [March 19 CIITS/EDS single topic weekly webcast](#): suppression of scores.

Student Voice

The spring window of the Student Voice Survey ended on March 25. Over 23,000 teachers provided students the opportunity to provide feedback regarding classroom instruction and climate during this window. Principals utilize students' feedback to facilitate conversations regarding the teacher's skills within the Kentucky Framework for Teaching (FfT). The Student Voice Survey is one of multiple sources of evidence that will inform teachers' professional practice ratings. Results from the spring window will be available in CIITS/EDS by April 16.

Teacher testimonial *(sent to KDE by anonymous educator)*

"I must say it was with some trepidation that I discussed the student voice results today. While I discussed it with all three classes, the students (14) who reviewed me were in my third and fourth periods. Discipline was my lowest score and I was surprised by this.

"All the students said that several students in class did not behave. When I asked them what they thought should be done, they replied kick them out of class. Several expressed that students who were misbehaving took away from time I could be helping them. I had expected some of that, but still was a little surprised.

"I did go over every category with all my classes. I learned some very valuable information. In every class students said I needed to slow down some, that occasionally I went too fast for them to grasp what was being taught. Several students wanted to know if we could turn stories into plays or act out scenes. Several students said they liked doing group work. With the upper group, several students get finished fairly quickly (which I'm not used to), so I need to work on what they can be doing. With my lower group, they said I need to go slower, check for understanding more frequently, paraphrase and show them more examples. The upper and middle groups both said that walking through writing as a class was helpful.

"All the students said they can tell I care about them and that I can tell when something is bothering them. They all felt like their ideas were respected. Most of them felt like I keep them busy all the time. They felt like they get comments on work that helps them do a better job.

"So from someone who really didn't like the idea of student voice, and REALLY didn't want to talk to students about it, I'm REALLY glad I did. I can now use what I've learned to guide my instruction."